

FSHN 463 Proposal/Project Evaluation criteria (Total = 150 pts)

Criteria	Excellent	Good	Fair	Poor
Abstract	Well-written summary that includes brief description of each section, highlighting the most important points. Is understandable on its own. Is within 150 word limit.	Gives summary but does not always focus on most important components of project. Is within word limit.	Summary provides some information but fails to stand on its own to explain project. Additional information needed to understand project.	Provides little or no information on the project. Is not within the word limit.
Introduction	Clearly sets the topic for why this agency should do the project. Discusses the agencies strengths and relevant expertise.	Discusses agency but does not adequately tie their expertise to this project.	Gives disjointed/not related facts about the agency and fails to not set the stage for the project.	Reader learns little about the agency and why it should be chosen.
Needs statement	Clearly defines the problem and supports with data. Cites adequate # and varied studies. Provides critical consideration, if appropriate, but does not get lost in the data.	Defines the problem but discussion not well integrated. Has adequate # of studies but are listed rather than pulled into discussion. Doesn't show a breadth of knowledge.	Defines the problem but has inadequate data and studies to support it as a real issue.	Problem is poorly defined. Inadequate # of references used.
Theoretical approach	Choice of theoretical model makes sense for project. Is briefly defined. Use of model is demonstrated.	Choice of model makes sense and is briefly defined. Use is not shown.	Choice of model is given and makes sense but definition and use is poorly defined.	Choice of model is inappropriate, not defined, and use is not given.
Objectives	Well written	Missing some components.	Missing some components.	Poorly written
Strategies	Methods include site selection, sampling, and intervention. Sufficient details given on what will be done. Tied to objectives.	Methods include components. Detail is limited on what will actually be done. Tied to objectives.	Methods are not well organized and not well tied to objectives. Details and components are missing.	Poorly written. Not tied to objectives. Not clear what will be done.
Evaluation	Clearly tied to objectives and methods. Includes process, output, and outcome evaluations, if appropriate.	Not clearly tied to objectives and methods. Includes process, output, and outcome evaluations.	Missing some of the appropriate evaluations.	Poorly written and not tied to objectives and methods. Missing some of the evaluations.
Timeline	Activities clearly delineated and well planned out. Easy to read.	Activities delineated but some are not feasible.	Activities are delineated but not well planned out.	Poor planning/unrealistic timeline. Not easy to read.
Budget/ Budget justification	Includes all categories and reasonable estimates. Has clear justification for each category.	Includes categories but estimates and justification needs work.	Missing key categories or justification of them.	Missing most categories and does not include justification.
References	References are all complete and in appropriate style in text and reference list. Tables/figures cited appropriately.	Most references are appropriately presented.	Many references are incorrect and/or incomplete.	Style is incorrect and/or incomplete
Mechanics	Writing is free of errors in grammar, punctuation, sentence structure, capitalization, spelling.	Writing is generally error-free. Minor errors may be present.	Writing has some errors but these are not too distracting.	Errors are frequent and distracting, so that it is hard to determine meaning.
Writing Style	Maintains reader's interest. Flows smoothly. Logical connection of points. Academic tone (no I/we, you). No contractions. All sentences clearly written and cohesive with one another. Subtitles used adequately	Sentence flow is generally smooth and logical. Few problems with other components of writing style.	Voice (active/passive) may change randomly. Flow is not consistently smooth; appears disjointed. Some problems with other components of style.	No logical connection of ideas or flow of sentence. Frequent problems with other components of style.